

The Liberty Bell as a Modern Symbol

Grade Levels: 9-12

Lesson 1

(Expected Class Sessions to Complete: Two 45-minute periods to research and write and one 45-minute period to perform)

Objectives:

Students will be able to:

- list patriotic symbols and explain the meaning of them
- understand the definition for symbol, symbolism, patriotic, inhabitants, liberty, and icon
- research a given topic thoroughly, with reliable sources
- present information, creatively, with group members
- interpret information presented to them by writing down main facts/ideas about other groups' performances
- synthesize information to formulate a thoughtful essay about the implementation of the Liberty Bell as a modern symbol, specifically on the Forever Stamp

Standards Correlation :

Reading Information Text RI 5.1, RI 5.2, RI 5.3, RI 5.7, Writing W 5.2, W 5.4, Reading History RH (6-8).1, RH (6-8).2, RH (6-8).7

Materials:

- Computers with internet access
- Books with information about the history of the Liberty Bell (ex. encyclopedias and the books mentioned at the end of the lesson)
- Research sheets
- Graphic organizers
- Rubrics
- Students' notebooks

Introduction (Before the Lesson)

- Create a chart with the essential questions found in the introduction on this teacher guide and introduce them as the goals for the students learning and refer back to them in order to check for student knowledge.

Warm-Up Activity:

- Students will list American symbols for two minutes in their notebooks. During the class-share time, students will reveal their selections and explain why they feel the symbol they are sharing clearly represents America.

Engage/Procedure:

Teacher-Directed Instruction:

1. The teacher will review the definition of a symbol.

2. Then the teacher will focus the lesson on the Liberty Bell by instructing the students that they will be researching important information about the Liberty Bell.
3. First, students will list information that they think they know about the Liberty Bell in their notebooks.
4. Then the students should share this information with the class, and the teacher will list it on the board.

Cooperative Work:

1. The teacher will divide the class into four groups:

1) State House Bell, 2) Abolitionists, 3) Suffragists, and 4) Civil Rights.

Each group will become experts on their topic. Students will need to consult three different sources for validity of their information. They will use the informational worksheet (WS #1) to locate and write down the information and the sources they utilized.

2. When the students have finished researching their topic, they will compose a skit which will incorporate the information that they acquired about their topic.
3. All students in each group are responsible for contributing to the writing of and performance in the skit. The teacher should also distribute the grading rubric for the group's presentation of the skit. (WS#3)

Closing:

1. While the student-actors are performing their skit, classmates in the audience will write down the main themes/ideas for that specific group (WS#2).
2. When all of the performances are completed, each student will be familiar with the different themes regarding the Liberty Bell. When necessary, the teacher may interject with information that may have been omitted from a performance.
3. The teacher will review the importance of each "group" to ensure that each graphic organizer has been completed. The students will utilize this organizer when composing their post-activity assessment.

Extra Credit: (Optional Homework assignment) Find an example of how the Liberty Bell is utilized in our world **today** (sorry, you may not use the actual Liberty Bell as an example). Bring your example to school with a written explanation of how the Bell was used. Your example may be an actual item or a computer picture.

Post Visit-Extension (Assessments):

Refer back to the essential questions and have the students answer the questions in essay format and grade according to the state's holistic writing assessment rubric.

1. What is a symbol? What is symbolism?
2. What does the Liberty Bell represent to each of you?
3. Explain your answer from the second question.
4. Is the Bell a successful example as a symbol?
5. Are there any other symbols that represent freedom/liberty that you can name?
6. Compare and contrast the Liberty Bell and the United States of America.
7. **Post visit extension: Students will compose a one to two page essay explaining why the United States Postal Service selected the Liberty Bell to be the picture on their forever stamp, using**

the information they acquired throughout the entire “Liberty Bell as a Modern Symbol” lesson.

Other Activities:

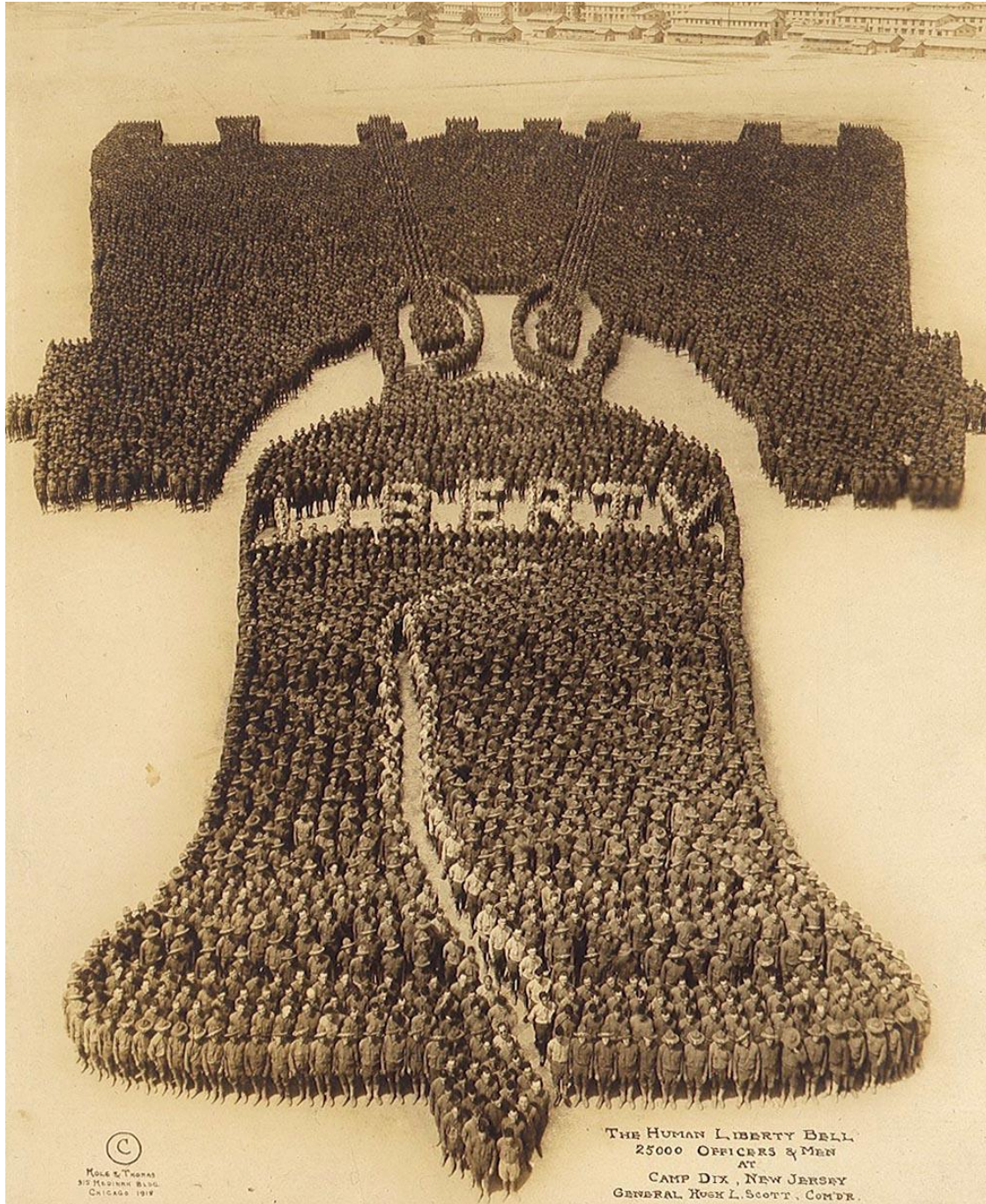
1.) Stamp:

- After visiting Independence Historic Park, the students may have more symbols to add to their original list of national/patriotic symbols. Using this completed list, the students should select one symbol to create another Forever stamp. Here are the directions: “The United States Postal Service has asked us for their assistance in adding another symbol for their series of Forever Stamps. Please select another patriotic symbol and create a stamp using its image. Be sure to fill your stamp and color it. Use the crafty scissors to create the stamp-like edges. Then on the back, write why you chose this symbol for your “Forever” stamp. Be persuasive! You want your stamp chosen by the USPS!”



2. Liberty Bell Formation (entire school):

- On the playground or any large space, students from the entire school can stand in the shape of the Liberty Bell, like the soldiers at Fort Dix when they made “The Human Liberty Bell”. This may be a good activity to do on/near Veterans’ Day or Memorial Day to remember the soldiers who fought/are fighting for our country and, again, review the meanings the Liberty Bell had and has throughout history. Prior to the “formation” day, Social Studies teachers should discuss and analyze the photograph with their students.



The Human Liberty Bell

From the collections of Independence National Historical Park

3. Tri-fold-

- Students can make a brochure with information about the Liberty Bell. On the front page, students will write a title for their brochure, paste a picture(s) of the Liberty Bell, and write its inscription. On the inside left page, students will reveal background information about the Bell. On the three remaining interior panels, students will design informative pages that describe how the following groups viewed and utilized the Bell: Abolitionists, Suffragists, and Civil Rights. Pictures are also encouraged on those panels. On the back panel, students should decide how the Bell is thought of by Americans and people throughout the world as a modern symbol.

4. “Liberty Web” –

- Students will divide a blank paper into four sections (or large construction paper if you would like). In each section, students will illustrate a scene to represent the different groups who utilized/utilize the Liberty Bell as a symbol. In the middle of the paper (so that each section is encompassed), the students should write the title, “Liberty Bell.” On the back of each section or on the bottom, students will describe each illustration choice and why the bell was chosen by the group depicted in each scene.

Vocabulary:

- icon – an image; a representation
- inhabitants –one that lives or resides in a place
- liberty – the condition of being free from restriction or control
- patriotism – love of and devotion to one’s country
- symbol – something that represents something else by association or resemblance
- symbolism – the practice of representing things by means of symbols or of attributing symbolic meanings or significance to objects, events or relationships

Name _____ Period _____

Group: _____

Directions: You will research your group's topic. Each member of the group is required to complete this research sheet in writing for an individual grade.

Provide the background history of the Liberty Bell, relative to your group:

How did your group use the Bell (its purpose)? _____

Why did your group use the Bell? _____

Interesting/Fun Facts pertaining to your topic: _____

I used these three sources:

- 1.)
- 2.)
- 3.)

I know each source is a reliable source because

On the back, begin brainstorming ideas of how you will present this information in a skit to your classmates. Be serious about your task, but also be creative and thorough!

Name _____

Period _____

Directions: You will complete the graphic organizer for each presentation. Include important facts for each group. You will need this information for your assessment, so please pay attention and be a respectful audience! 😊

The State House Bell:

Abolitionists:

Turn paper over, please

Suffragists:

Civil Rights:



Name _____ Period _____

Group: _____

Skit Presentation Rubric

Comments:

Requirements	Possible Points	Points Earned
The group provided background information for their topic.	20	
The group described the reason how the Bell was used.	20	
The group described why the Bell was used.	20	
The group provided a variety of interesting/fun facts pertaining to their topic.	20	
Each member participated in the skit.	10	
The group took the performance seriously.	10	
TOTAL:	100	



New Jersey Registered Holistic Scoring Rubric - GEPA/HSPA
Tests Specifications p. 23

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization	· Lack opening and closing	· May lack opening and/or closing	· Generally has opening and/or closing	· Adequate opening and closing	· Strong opening and closing	· Engaging opening and closing
.	· Minimal response to topic; uncertain focus	· Attempts to focus · May drift or shift focus	· Usually has single focus	· Single focus	· Single focus · Sense of unity and coherence · Key ideas developed	· Single, distinct focus · Unified and coherent · Well-developed
.	· No planning evident; disorganized	· Attempts organization · Few, if any, transitions between ideas	· Some lapses or flaws in organization · May lack some transitions between ideas	· Ideas loosely connected · Transition evident	· Logical progression of ideas · Moderately fluent · Attempts compositional risks	· Logical progression of ideas · Fluent, cohesive · Compositional risks successful
.	· Details random, inappropriate, or barely apparent	· Details lack elaboration, i.e., highlight paper	· Repetitious details · Several unelaborated details	· Uneven development of details	· Details appropriate and varied	· Details effective, vivid, explicit, and/or pertinent
Usage	· No apparent control · Severe/ numerous errors	· Numerous errors	· Errors/ patterns of errors may be evident	· Some errors that do not interfere with meaning	· Few errors	· Very few, if any, errors
Sentence Construction	· Assortment of incomplete and/or incorrect sentences	· Excessive monotony/ same structure · Numerous errors	· Little variety in syntax · Some errors	· Some errors that do not interfere with meaning	· Few errors	· Very few, if any, errors
Mechanics	· Errors so severe they detract from meaning	· Numerous serious errors	· Patterns of errors evident	· No consistent pattern of errors · Some errors that do not interfere with meaning	· Few errors	· Very few, if any, errors

Content & Organization	<ul style="list-style-type: none"> · Communicates intended message to intended audience · Relates to topic · Opening and closing · Focused · Logical progression of ideas · Transitions · Appropriate details and information
Usage	<ul style="list-style-type: none"> · Tense formation · Subject-verb agreement · Pronouns usage/agreement · Word choice/meaning · Proper modifiers
Sentence Construction	<ul style="list-style-type: none"> · Variety of type, structure, and length · Correct construction
Mechanics	<ul style="list-style-type: none"> • Spelling • Capitalization • Punctuation

Non-Scorable Responses

Non-Scorable Responses	NR = No Response	Student wrote too little to allow reliable judgment of his/her writing.
	OT = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	NE = Not English	Student wrote in a language other than English.
	WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.